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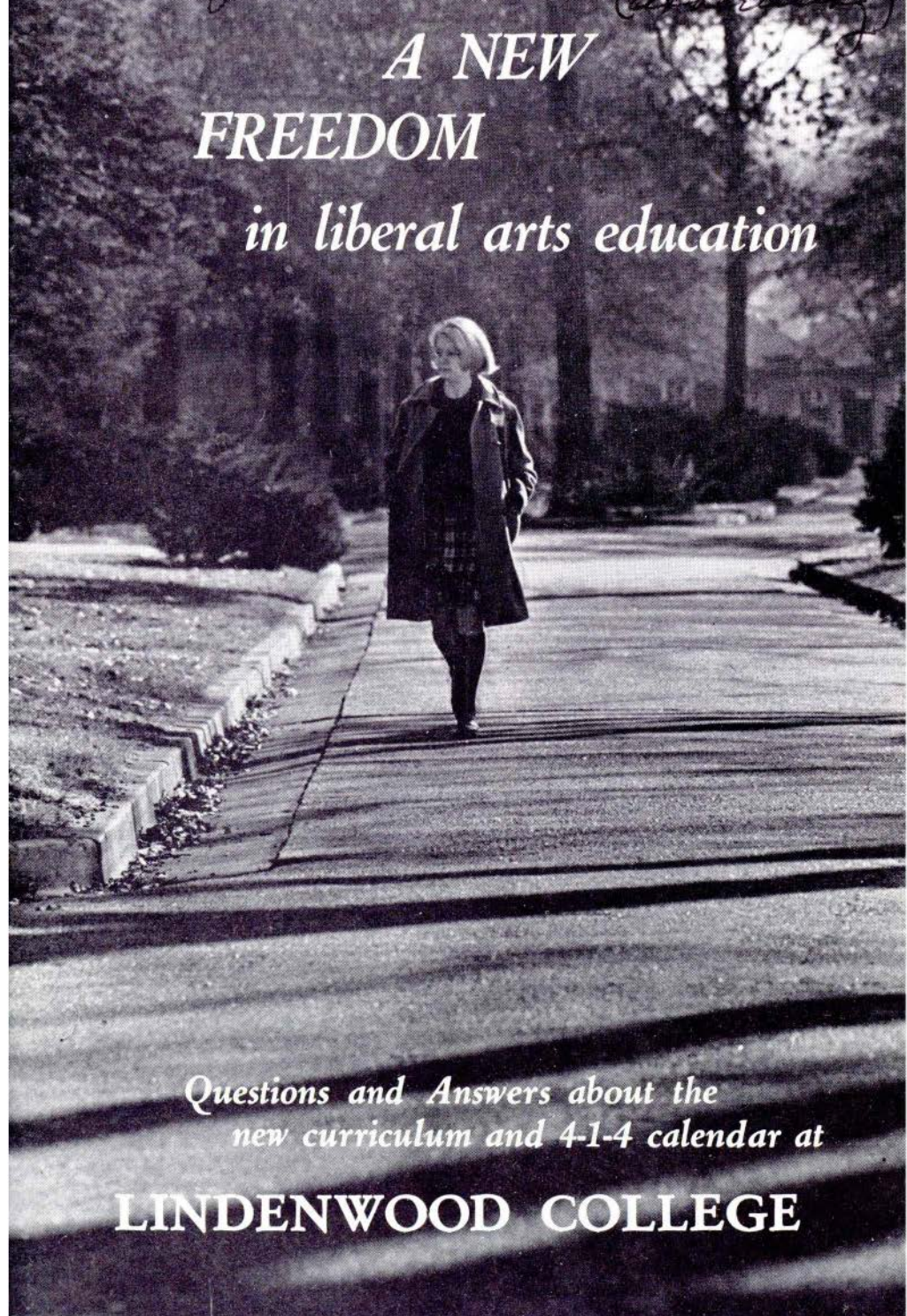
A New Freedom in Liberal Arts Education...

Lindenwood College

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*A NEW
FREEDOM
in liberal arts education*

*Questions and Answers about the
new curriculum and 4-1-4 calendar at*

LINDENWOOD COLLEGE



President Brown

A NEW FREEDOM in liberal arts education

A young woman enters a new world in college. She is, often for the first time, on her own.

The college must not violate this new freedom. But it must invade it with a campaign to capture the student's interest, an organized effort to motivate her toward worthwhile endeavor, a careful plan to get her to taste new ideas, try out new patterns of learning, experiment with new ways of thinking. Far too often the freshman in college sinks back into set modes of thought and established patterns of study after a brief period of initial exhilaration.

College should be different. The secondary school experience, if it has been a good one, has prepared the student for a new kind of growth and personal development.

Lindenwood's new curriculum attempts to meet this readiness for a new experience with a relevant educational program that can challenge and motivate today's young woman. The academic calendar will consist of two 14-week terms in the fall and spring, and a short winter term of four weeks beginning in January. Students will take four courses in each of the long terms and only one course during the winter term. This 4-1-4 calendar will make it possible for the student to study each subject in greater depth than would have been possible under the previous system in which she dealt with five or six courses simultaneously. As a liberal arts college which is neither pretending nor aspiring to be a university, Lindenwood College will emphasize the Bachelor or Arts Degree program.*

**The Bachelor of Science Degree will be granted for our special programs in nursing and medical technology at least through 1971-1972, and students already enrolled will be able to continue the programs in which they are now working.*

In our planning we have confronted the need for new approaches in liberal arts education. We believe that our college is providing a valid and rewarding new approach for young women who are serious about their education and concerned about their relationship to others and their understanding of themselves.

We will make every effort to bring together the best resources of the world of education, and through our church relationship, the world of religion. Not everyone will want to work as we will work, live as we will live, search as we will search in the Lindenwood community in the years ahead.

This new freedom has associated with it a real responsibility which the student must take upon herself. It is not for everyone. But, for those who wish to join us, there will be, we believe, rich rewards.


PRESIDENT

Contents

- 5 Features of the New Program
- 9 Students and the New Program
- 12 Specifics of the New Program
- 15 Major Fields of Study
- 16 Degree Requirements
- 18 The January Term
- 21 Financing the New Program
- 23 Academic Calendar 1967-1968

Features of the New Program

Q. Was the 4-1-4 CALENDAR devised to meet the curriculum or was the CURRICULUM designed to fit the calendar?

A. The curriculum was designed to fulfill the goals and objectives which the faculty and administration very carefully developed at Lindenwood College. It was also designed to relate to the needs of young people who come to us with a certain impatience about academic programs which seem — to them — to be unrelated to life itself. Once we had dealt with basic goals and objectives, and had evolved a curricular concept, we turned to the 4-1-4 calendar as the best way to organize our program to achieve the flexibility we needed.

Q. Is there any other program exactly like THE LINDENWOOD COLLEGE PROGRAM?

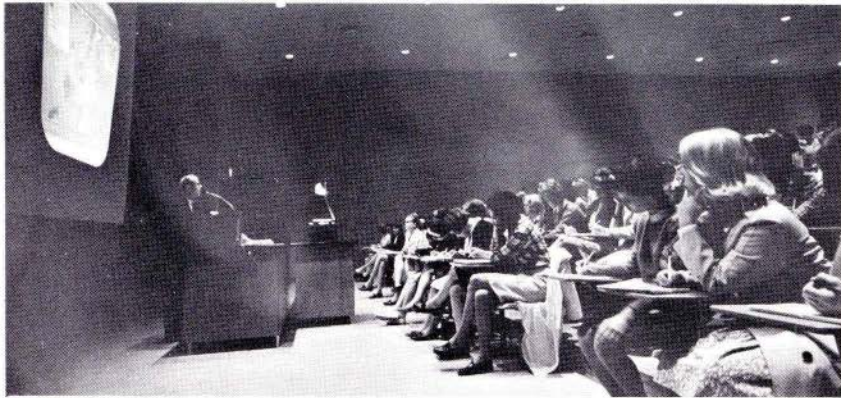
A. No. Our faculty has spent much time and effort developing a program which is based on our own experience and the needs of our student body. The program provides a combination of distinctive features not found, to our knowledge, in any other college. There are other colleges on the 4-1-4 calendar, and there is a clear trend away from restrictive general education concepts. At Lindenwood we have studied the ideas that have been successfully tried elsewhere and developed an educational program which is relevant to the needs of today's young women.

Q. It is clear that the freshman and senior years have distinctive features in the common and synthesis courses. What about THE JUNIOR AND SOPHOMORE YEARS?

A. The junior year at Lindenwood College may well be the crucial year in the education of a young woman. In this year she begins really concentrated work in the subject areas in which she is majoring; in this year, if she is a good student, she begins to exercise many of the independent study options our new curriculum offers; in this year she may study abroad if she would benefit from such experience and finances can be arranged. This is the year that some Lindenwood students involve themselves in the psychology program with which we are related in Detroit (Merrill-Palmer), the political science program which takes some

students each year to Washington, D. C. for a semester or to the United Nations Semester Program in New York.

The Sophomore year is a year of transformation from the emphasis in the freshman year on general motivation and concern, to an emphasis on specific choice and commitment. Here the student begins to work seriously in the area she believes she will wish to develop as her area of concentration. Here she begins to focus her attention and try out the areas of study which aroused her curiosity and interest during her freshman year.



Q. What are the aspects of THE LINDENWOOD PROGRAM which make it truly distinctive?

A. While there are several aspects of the program that are quite different from our previous program or many other college programs, the greatest innovations are in the freshman and senior years.

The freshman has direct contact in an organized way with at least twelve members of the faculty in her first term, and these represent in 1967-1968 the following disciplines in the common course alone: economics, history, psychology, fine arts (music), religion-philosophy, English, chemistry, and biology. In addition, she will study a foreign language, and choose two electives. She gets a solid introduction to many areas of study and has a comprehensive opportunity to evaluate the areas which interest her most. She has two electives each regular term and her January term course over which she has some power of decision. To put it another way, five of her nine freshman courses are electives.

Moreover, the Common Course is not circumscribed by the usual time limitations of three fifty-minute periods, which mark most college courses. It is scheduled for two full mornings and she can, if she wishes, work from 8 until 12 on it (organized instruction will be provided from 9 until 11).

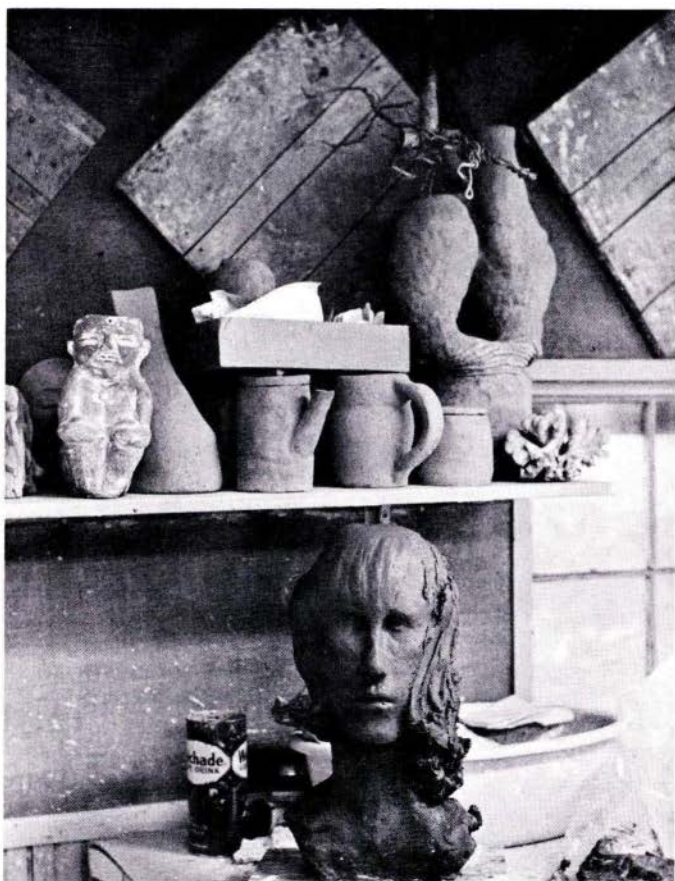
Q. In what way is the SENIOR SYNTHESIS distinctive?

A. The freshman common helps the student to relate her learning interests to the world; the senior synthesis helps her relate her learning to her own life interests and goals. By bringing all divisional majors together in a synthesis experience we enable them to share their different approaches. After six weeks of reading, discussion and writing, each group will participate in the Senior Plenary Symposium directed by the department of Philosophy and Religion. The final two weeks of the course will be devoted to writing a paper based on the total experience. Dr. DeLores Williams has proposed the following outline as one of the Social Science Division offerings for the spring term of 1968.

A SENIOR SYNTHESIS COURSE ON POLITICAL SCIENCE WITH
EMPHASIS ON CONTEMPORARY PROBLEMS
(The First Six Weeks)

1. A study of some recent books which raise basic political problems. The readings will be distributed among the students.
Arendt, Hannah, *The Human Condition*
Boulding, Kenneth, *The Meaning of the 20th Century*
Fromm, Erich, *May Man Prevail?* (Ch 1 and 7)
Jaspers, Karl, *The Future of Mankind* (Ch. 1, 2, 3, 7 and Part III)
Ortega y Gasset, Jose, *The Revolt of the Masses*
Popper, Karl, *The Open Society and its Enemies* (Ch. 23, 24, 25)
Russell, Bertrand, *Authority and the Individual*
2. A study of conflicting interpretations of democracy, mainly American. The readings will be distributed among the students.
Dahl, Robert A., *A Preface to Democratic Theory*
Hallowell, John H., *The Moral Foundation of Democracy*
Myers, Francis M., *The Warfare of Democratic Ideals*
McClosky, Herbert, "Consensus and Ideology in American Politics," *APSR*, June 1946

3. A study of conflicting ideas of Political Science as a discipline.
 Almond, Gabriel A., "Political Theory and Political Science," *APSR*, Dec., 1966
A Design for Political Science: Scope, Objectives, and Methods, (Monograph, No. 6) American Academy of Political and Social Science
 Easton, David, *The Political System* (selected chapters)
Essays on the Scientific Study of Politics: A Critique, (Storing, Herbert, ed.)
 Review of above, *APSR*, Vol. LVII, p. 125; response to review, p. 151 (A polemic)
4. A study of selected classical works not likely to have been read by the student. (Readings of Plato, Rousseau, Mill and other standard authors is assumed.)
 Maimonides, Moses, *Guide of the Perplexed*
 Marsilius of Padua, *Defender of the Peace*
 Suarez, Francisco, S.J., *De Legibus*



Students and the New Program

Q. What **KIND OF STUDENT** do you expect will do well under the new program?

A. The program is designed for young women who are seriously interested in education, ready to commit themselves to the goals and objectives of the college, willing to discipline themselves in ways which will make each young woman a constructive member of our college community. The new program deals with ideas and concepts, values and goals, as well as facts and information. Evidence of probable success in the program is to be found in College Board scores totaling for the math and verbal tests no less than 900 to 1,000, standing in the high school class in the upper third, and a grade point average in academic work in high school of 2.5 and higher. Of these three academic measurements, high school performance is, for us, the best predictor of success and is given the greatest emphasis in our evaluation. This statement reflects the achievement and aptitude for which we search in our admissions process. However, each applicant is evaluated as an individual case, and no absolute cut-offs are used in our processing of applications.

Q. Is it possible for a student to **ACCELERATE** her college program and get her degree in three years?

A. The Lindenwood College program, together with summer school work here or elsewhere, has been designed to make it possible for a student to accelerate and graduate in three years. If this is her intention, a very careful program must be planned and she should declare her desire to accelerate during her freshman year in time to register for summer school.

Q. This **FREEDOM OF CHOICE** — do students at 17 or 18 or 19 have sufficient knowledge and experience by which they can make a valid choice?

A. Each freshman has guidance in making her choice and certain courses with prerequisites are not open to her. But she is encouraged to explore, to investigate, to search out new areas of interest by the innovation in our curriculum of a number of courses developed as exploratory divisional electives. Here, often before she chooses her major area of con-

centration, she tastes and samples work in disciplines not known to her as a secondary school student: sociology, psychology, anthropology, classical civilizations, medieval or renaissance history, mathematical concepts. The curriculum is designed to explore her interests and develop a serious motivation for study in the freshman year. The contemporary relevance of her study in this year and the broad view of the curriculum will help her select her area of concentration and help in her eventual career choice. The student can make "mistakes" in this new freedom to explore the college's academic resources, but the benefits from these "mistakes" far outweigh the losses.

Q. Will the student have more choice, MORE FREEDOM?

A. She will have much more freedom to set her own pace and choose the subject matter through which she involves herself in the achievement of her educational goals. In her freshman year, she will have work in relatively small groups with some 12 faculty members in her first term. Under the old curriculum, she had work with five or at the most six. She has two electives her first term (five her freshman year), as contrasted to two her first year in our former program.

Q. Can a student come to Lindenwood as a sophomore or junior and ENTER IN GOOD STANDING even though she has not had the equivalent of the freshman common?

A. Yes. We believe our freshman common course will be a very rewarding experience, and naturally think that it will be an advantage for students who have participated in it. Students who have had a good freshman year elsewhere should be able to move into our program. In some cases they will be encouraged to elect the freshman common as one of their free electives as sophomores or juniors.

Q. Will the new curriculum create problems for students who want to TRANSFER IN OR OUT at Lindenwood College?

A. While our new curriculum and calendar are in a new pattern, the pattern is easily translatable into standard academic record-keeping in terms of credits and grades. Colleges with 4-1-4 calendars, and new approaches to subject matter have created no serious difficulty for students wishing to transfer



out, or for those acceptable for admission on transfer from other institutions.

The Freshman Common at Lindenwood College is a very carefully designed course, and the freshman year has a new freedom which we believe will be an advantage to our students whether they stay at Lindenwood College or transfer elsewhere.

Specifics of the New Program

Q. How will COURSES in the new academic program differ from present courses in size and approach?

A. At Lindenwood, as at most colleges, the student has been carrying five or six full courses each semester. By reducing the number of courses that the student will take each term to four, we make it less necessary for her to fragment her thinking and give both the student and faculty more time to deal with course material. The result should be greater concentration and depth. The unusual opportunity which the January term gives for intensive concentration on ONE subject provides an ideal way to introduce a student to a subject that may be somewhat strange or difficult for her. The student in a regular term will give each subject one-fourth of her time rather than one-fifth or one-sixth, and during the January term the subject has her full time. For the faculty the new approach means a de-emphasis of lecturing and more emphasis on student research and discussion.

Q. How often will CLASSES meet?

A. Classes will meet four times a week for one hour, or twice a week for two hours, depending upon the best method for teaching a particular subject. All classes will be held on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays will be reserved for study, for convocations, for advanced seminars, for field trips, films and other special events or projects.

Q. How many HOURS OF STUDY will be required for graduation?

A. Units of study will be measured in terms of full courses or fractions of courses. The successful completion of 34 courses will be required for graduation.



Q. What DEGREES will be offered?

A. In keeping with its goals as a liberal arts college, Lindenwood will offer the Bachelor of Arts Degree. However, the nursing program offering a Bachelor of Science Degree will still be available to new students in September of 1967, and students now enrolled in degree programs will be enabled to continue.

Q. How many COURSES can a student take at one time?

A. The normal student load will be four-full courses during each of the long terms, plus fractional courses (such as physical education and applied music) totaling no more than an additional 1/2 course. The maximum load for the January term of four weeks will be ONE full course.

Q. Why has the NUMBER OF COURSES each student will take in four years been reduced from about 40 to between 34 and 36?

A. The Lindenwood College faculty strongly believes that the student can receive a better education, and learn more, by studying fewer courses, but studying them in greater depth. This trend is becoming evident in other liberal arts colleges which are moving in the same direction.

Q. Why have some traditional courses, such as ENGLISH COMPOSITION, been replaced by proficiency examinations? Where will the students learn to write?

A. We believe that the ability to communicate, to speak and write, is fundamental to the learning process. We will make an effort to evaluate every examination, every term paper, oral or written report, in terms of composition as well as content. By dropping English Composition as a course we give every faculty member responsibility for working with every student in every subject area in order to develop her skills in communication. If she does not satisfy our standards, remedial work will be recommended.

Q. How will the new CLASS SCHEDULE work?

A. Some courses lend themselves to larger than 50 minute chunks of time, others are better taught in the regular but shorter class period. The Lindenwood College schedule of classes provides for two approaches: what we call vertical scheduling in the morning, when classes will meet from 8 until 10 in two sequences (Monday-Thursday or Tuesday-Friday) or 10 until 12 in the same two day sequence (Monday-Thursday or Tuesday-Friday). The Freshman Common is an exception. It meets all morning on the Monday-Thursday sequence. There are no classes at all on Wednesday morning and only a very few advanced seminars on a Wednesday 2:30-5:00 vertical schedule. The vast majority of our students will have all day Wednesday for films, convocations, field trips, inde-



Parker Hall

pendent study, library or non-scheduled laboratory work. The day will be filled with things to do other than classes.

From 12 noon to 5 p.m., classes will be scheduled on a horizontal band, 50 minute periods, meeting four times a week, Monday, Tuesday, Thursday and Friday.

Q. What are "DIVISIONAL MAJORS?" What are they for?

A. Educators are in agreement that disciplines have begun to blend and overlap in ways which make it unwise to have a student confined in a rigorous sense to a specific discipline. That there is a relationship between sociology and psychology, that there is a relationship between economics, statistics and mathematics, that there is a relationship between the History of Art as taught in the Fine Arts Department and the History of the Renaissance as taught in the History Department, is completely clear. By making it possible for a student to declare a *divisional major*, we make it possible for her to develop an *area of concentration* in one of the disciplines and to relate that work to related disciplines within the division. So rather than "major in economics," she majors in *social science* with a *concentration in economics*.

Q. What MAJOR FIELDS OF STUDY will be available under the new program?

A. The new curriculum provides for three "divisional majors" with "areas of concentration" as outlined below.

HUMANITIES

Art, English, Modern Languages, Classical Civilization, Speech-Theatre, Music, Philosophy-Religion.

NATURAL SCIENCES AND MATHEMATICS

Mathematics, Chemistry, General Science, Biology

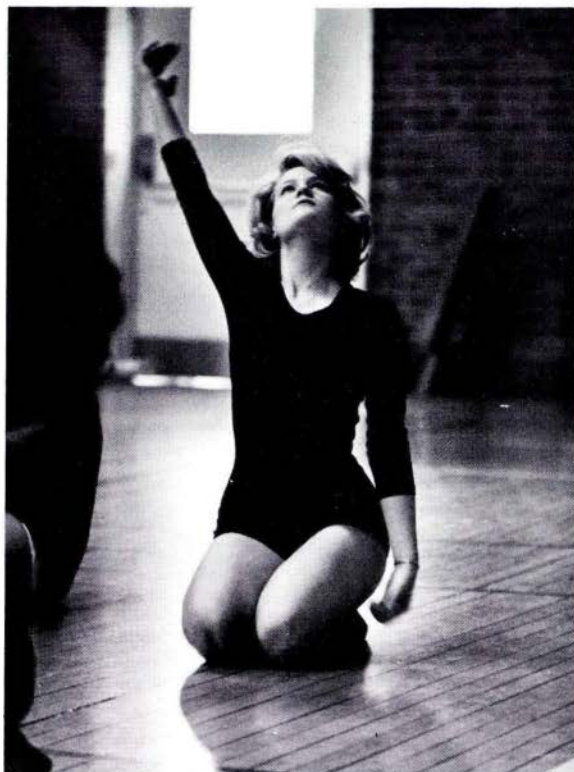
SOCIAL SCIENCES

History, Political Science, Psychology, Economics

Q. What programs will be available for a student who wants to earn an elementary or secondary TEACHING CREDENTIAL?

A. Students will be able to complete their basic training for both elementary and secondary teaching certificates under Lindenwood's new curriculum. New certification requirements in many States will involve more than four years of

study for *permanent* certification. Education courses are available as electives to Lindenwood students and additional education courses are available during summer sessions. Students are expected to select an *area of concentration* in the subject they plan to teach. An *area of concentration* in Biology is being developed for students who wish to teach health and physical education.



Q. What are the REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE under the new curriculum?

A. The new Lindenwood College curriculum requires the successful completion of at least 34 courses during a four year period distributed as follows:

- a. Two courses in the Freshman Common
- b. Six exploratory courses from among divisional electives — two each from each of the three divisions; Humanities, The Natural Sciences, and The Social Sciences.
- c. One-half course in Physical Education taken during the fall and spring terms of the Freshman year.

- d. One course in a divisional or departmental senior synthesis.
- e. Eight to twelve courses in an area of concentration — no more than twelve courses from a single department may count toward graduation, although more may be taken.
- f. Two to four courses outside the area of concentration, but within the division of the major, will be required by the Division.

Q. What happens to STUDENTS CURRENTLY ENROLLED?

A. The faculty has ruled that we will permit the student to decide whether she wishes to move into the new program or continue under the basic provisions of the program in which she is now working. In a sense, the college will be functioning on two tracks for the next two years at least:

We do not wish to impose the requirements of the new program on any of our present students who do not want to participate.

Q. Will the new program affect the present system of CREDITS AND GRADES?

A. While we talk in terms of courses, we will equate credits to courses and transcripts will show the credit value of each course. The faculty has made no change in grading and we will use our present standard system, plus the "pass-fail" arrangement adopted in January, 1967

Q. What is "PASS-FAIL?"

A. The pass-fail system at Lindenwood gives a student five courses during the college experience which she may elect *outside* her area of concentration without the risk of a damaging grade. The purpose of the system is to encourage students to take courses for which they may have little background or experience — a mathematics major to take a course in classical civilization; a classics major to take a mathematics course. It works as follows:

THE PASS-FAIL SYSTEM

Any student except a first semester freshman who has at least a 2.00 grade point average and is carrying a normal

load, including the pass-fail course, is eligible to participate in this system.

A student may take only one course per semester and may not have more than five on her transcript.

No course taken on a Pass-Fail basis will satisfy a general education or major or minor requirement.

With the consent of her counselor and the Dean of the College, a student may at mid term choose to change her course to a regular grade basis. If she does not do this, the teacher will report her grade as PASS or FAIL. Failing grades will not be recorded.

Q. Since the fall and spring terms are shorter than the usual semester, does the student get AS MUCH INSTRUCTION in a course as under the former system?

A. The courses meet four times a week rather than the previous three: those scheduled twice a week will meet a full two hours each time. The "amount of instruction" has not been reduced.

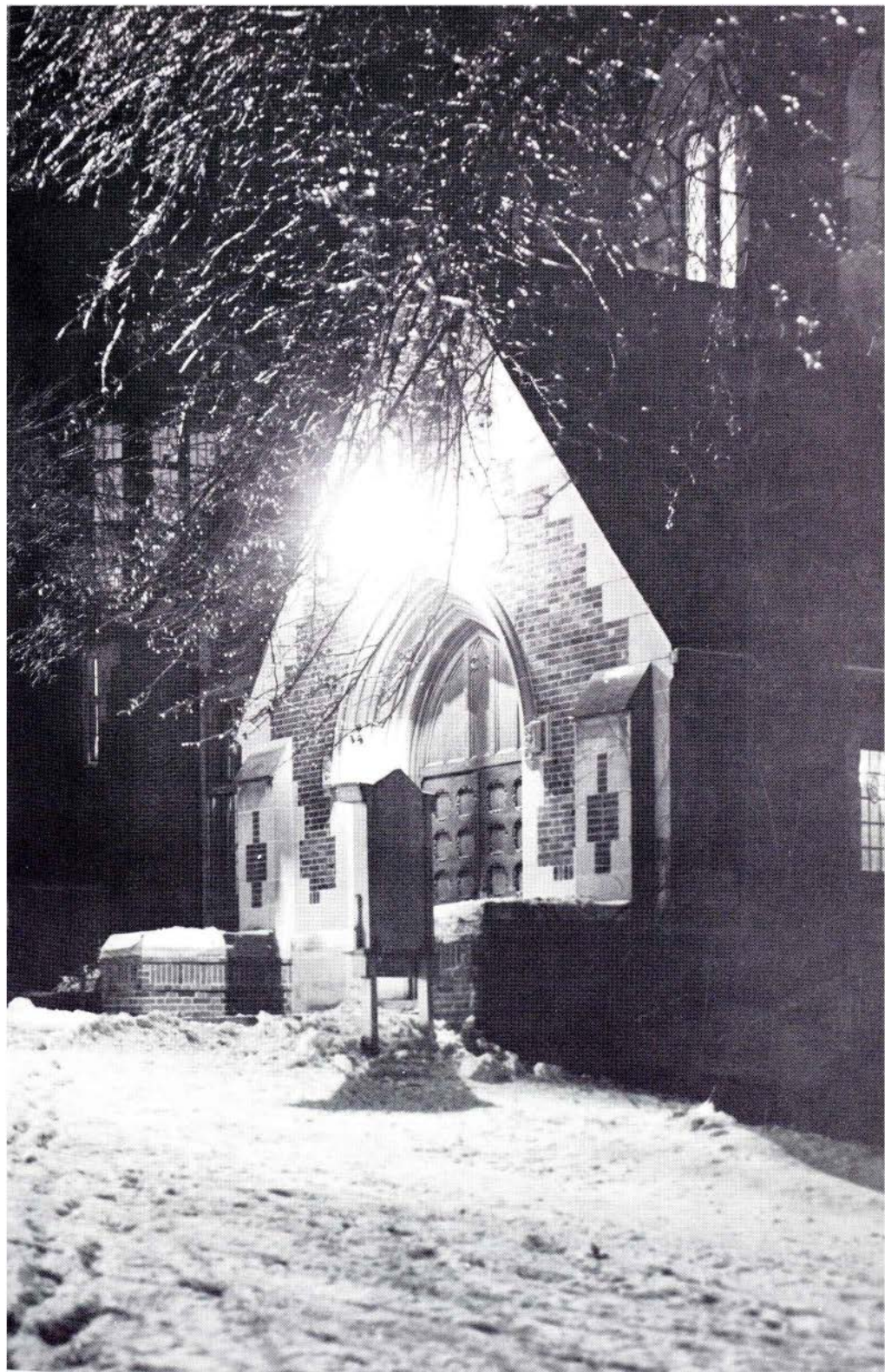
The January Term

Q. Will there be more opportunity for VISITING SCHOLARS under the new program?

A. The January term provides an ideal opportunity to bring visiting professors, creative artists, writers, or performers to the campus.

Q. If the WINTER TERM takes place in January, when must the student commit herself to a specific course for that term?

A. In October.



Q. Would it be possible to exchange students during the JANUARY TERM with other schools on the 4-1-4 plan?

A. The 4-1-4 provides an excellent way for student exchange and we will encourage our students to investigate exchange opportunities. Colleges already under 4-1-4 find this to be one of its very real advantages.

Q. Must all students take courses during the JANUARY TERM or can they be absent for the month?

A. A student could be absent, or could study without credit off campus, but she loses an opportunity for which she had paid tuition and fees.

Q. Will the choice of courses in the JANUARY TERM be left entirely to the student?

A. She will have a wide choice, but she will not be permitted to elect courses for which she has not taken prerequisites, nor will she be permitted to study off-campus if she is on probation, in poor standing, or if she does not have her parent's permission.

Q. What about the January term? You say many students will be on campus. What KIND OF COURSE will be given?

A. The course will *not* be just one of our regular term courses given in January for convenience. It *cannot* be just a lecture course. This concentrated approach to course work makes it possible to include field trip experience, to utilize guest and visiting faculty, to deal with subject matter in workshop form, or to engage in uninterrupted research or internship experience. Here are some examples of courses proposed for the 1967-1968 January term:

Studio and Art History Seminar in Mexico
Literature and Art Seminar in Florence, Italy
Classical Mythology
Contemporary Economic Problems
Modern and Post Modern Poetry
Mythological Conventions in Renaissance Literature
American Literature, New York City
Writer's Roundtable
War and Peace in the 20th Century
The Frontier in American History



Studies in the Renaissance
The Welfare State in America
Introduction to Computer Science
Mathematics of Western Culture
Music Practicum
Political Elitism and Social Change
Psychological Measurements
Theories of Personality
Visits to Psychological Service Agencies
Belief and Unbelief
The Spirit of Protestantism
Studies in Persuasion
Chancel Drama
Internships
Frontiers of Space

Q. Will most students be away from the campus in the JANUARY TERM?

A. No. Freshmen will rarely be off campus for the January term; sophomores will be off campus in limited numbers, usually in groups; only juniors and seniors will be off campus in the January term on independent study projects or overseas study programs in considerable numbers. It is our best judgment that the majority of our students will elect some form of on-campus independent study or one of the special courses provided during the January term on campus. We will encourage off-campus work only after careful evaluation of the proposal made by the student and the facilities of the college, university, museum, library, gallery or other institution at which she wishes to study.

Financing the New Program

Q. How will the INCREASED COSTS be met?

A. Although this new program will be a very costly one, there will be no increase in the basic tuition and residence charges for the 1967-1968 school year. A charge to those who desire

private music lessons, an increase in the riding fee for those who take riding, and a new \$50 Health and Recreation Fee for all students reflect the only change in the charges stated in the 1966-1967 catalog.

It is anticipated that there will be an increase in basic charges in 1968-1969. It should be noted that tuition charges do not fully cover the cost of a student's education. Income from the college's endowment and from gifts and grants amounting to more than \$500 for each student is spent by the college each year.

Q. How will the cost of OFF-CAMPUS WORK be covered?

A. Lindenwood's comprehensive charges for 1967-1968 are relatively low. The cost of travel and room and board off-campus during the 1967-1968 year will be borne by the student. Efforts to find additional financial support for off-campus work by qualified students are underway, and by the 1970-1971 academic year, it is hoped that many Lindenwood students can have at least one short term off-campus without major additional cost above the comprehensive fee.

Q. How will charges be assessed for the three terms?

A. Charges listed in the catalogue are for the academic year beginning in September and ending in May. No additional charges are made for the January Term of four weeks for those students enrolled for on-campus study if they are enrolled in either or both of the two 14-week terms. If a student qualifies for a degree after attending the first 14-week term plus the January term, there is no charge for the January term. Likewise, if a student is accepted for admission for the second 14-week term, she may enroll for the January term at no additional cost. If a student elects off-campus study during the January term of 4 weeks, travel and living expenses are to be borne by the student. Arrangements for off-campus study including the handling of fees and expenses will be established in consultation with the Director of Off-Campus Study.

Calendar 1967-1968

FALL TERM 1967

SEPTEMBER 9 (Saturday)	New students arrive by noon
SEPTEMBER 10-12 (Sunday-Tuesday)	New Student Orientation
SEPTEMBER 13 (Wednesday)	President's Convocation
SEPTEMBER 14 (Thursday)	Classes begin
NOVEMBER 22-26 (Wednesday-Sunday)	Thanksgiving Recess or Reading Period
DECEMBER 14-18 (Thursday-Monday)	Examinations
DECEMBER 19 (Tuesday) through JANUARY (Saturday)	Christmas vacation

JANUARY TERM 1968

JANUARY 8 (Monday) to FEBRUARY 3 (Saturday)	Intensive four-week course
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SPRING TERM 1968

FEBRUARY 5 (Monday)	Classes begin
FEBRUARY 7 (Wednesday)	President's Convocation
MARCH 23 (Saturday) through APRIL 7 (Sunday)	Spring vacation
MAY 25-29 (Saturday-Wednesday)	Examinations
MAY 31 (Friday)	Baccalaureate
JUNE 11 (Saturday)	Commencement

SUMMER TERM 1968

JUNE 10 (Monday)—JULY 26 (Friday)	Regular and Special programs
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For More Information

about the new Lindenwood program write:

Director of Admissions

Lindenwood College

St. Charles, Missouri 63301

or telephone RA 4-4015



LINDENWOOD COLLEGE
St. Charles, Missouri 63301

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